

Utah CGP-Guidance Activities Action Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Wasatch Alternative High School District 10-25-04

Target Group:(whole school, entire class) All students enrolled during the year.

Target Group selection is based upon the following data/information/school improvement goals: Increase graduation rates by 2%

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders. . ."	Start/End Dates	Projected # of Students Impacted
Increase student achievement, credits earned.	Individual planning: goal-setting, on-task behavior; Credits toward graduation.	Following SEOP, meet with student at least 2X per term to complete or revise Action Plans, or <u>Attack Plans</u> .	Counselor and teachers combine to reach all students, during class time or at P/T conferences.	Process data: % of goal reached - 2 plans/student. Results data: Count credits earned per attack plans completed.	8-19-04 (start) 5-26-05 (End)	75-100

Debbie Todd
Principal's Signature

10-27-04
Date

10-25-04
Date of Staff Presentation

Paul Klismith
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

ENTERED

Handwritten initials and date:
11/08/04

Utah CGP-Guidance Activities Results Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School_____Wasatch Alternative H. S._____District_____Wasatch County_____

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Paul Klismith. With the assistance of two and one-half teachers.	All students who attend regularly for at least one quarter.	Student Attack Plans, SIS, Alt. School Transcript.	8/19/04 To 5/26/05	72 students met the participation criteria for a total attendance of 191.5 term units. Results: We achieved our goal of completing two attack plans per term for 97.9% of the term units. $\frac{187.5}{191.5} = 97.9\%$	N.A.	This year's data was collected on a per term basis. - Those term units (187.5) during which we met our process goal (2 Attack plans/term), students earned an average of 1.32 credits per term. - Those 4 term units during which we didn't meet our process goal, students earned .125 cr./term.	Regular review of student-specific progress appears to increase Alternative School achievement. We will teach the conclusions and significance of this data with students at the beginning of next year.

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Wickie Todd

6-3-05

6-2-05

Paul Kimith

Principal=s Signature

Date

Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and
attach data, examples and documentation

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Debbie Todd
Principal's Signature

10-27-04
Date

10-25-04
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Paul Klismith
Prepared By

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Utah CGP- Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Wasatch Alternative High S. District Wasatch County

Target Group: Low Achievers: student who after 2 weeks are falling behind, not meeting A.P. goals

Target Group selection is based on the following data/information/school improvement goal: Increase graduation rate by 2%.

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Interventions(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates <u>11/1</u>	Projected # of Students Impacted
Increase Student achievement for 2nd & 3rd terms.	Self awareness goal setting, on-task behavior, earn credits toward graduation	Serve target group with at least 2 personal counseling sessions per term	Counselor + or Social Worker	Process Data: % of goal reached - of 2 sessions per student. Results Data: Credits earned during 3rd term.	Start: 11-1-04 End: 3-18-05	20-30  ENTERED

Crakie Todd
Principal's Signature

10-27-04
Date

10-25-04
Date of Staff Presentation

Paul Khismith
Prepared By

HW
11/08/04

*adapted from the ASCA National Model: A Framework for School Counseling Programs

Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other but include all information as required below.

School ____Wasatch Alternative High School ____District__Wasatch_____

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Paul Klismith with additional support of District intervention specialist Jodi Nichter	Low achievers, based on attendance and credit earned during 1st part of 1st term.	SIS, Internet Access.	11/1/04 To 3/18/05	Reached process goal with 22 of 25 Targeted students.	None planned.	<p>16/22 students increased credit output between 2nd and 3rd terms.</p> <p>2 of 3 students of whom counselor didn't reach target goal showed no increase in production.</p> <p>Ave. annual gain of all 22 students who met with counselors was 1.05 credits.</p>	Regular and consistent individual sessions appear to have a positive effect toward credit earned.



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Dickie Todd

Principal=s Signature

5-26-05

Date

5-26-05

Date of Staff Presentation

Paul Klsmith

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers
supporting conclusions and attach data,
examples and documentation

Utah CGP- Closing the Gap Act Plan (Small Group) 2004-2005*

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School Wasatch Alternative High S. District Wasatch County

Target Group: Low Achievers : student who after 2 weeks are falling behind, not meeting A.P. goals

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Erica Todd
Principal's Signature

10-27-04
Date

10-25-04
Date of Staff Presentation

Paul Khismith
Prepared By

Utah CGP-Guidance Activities Result Report (Large Group) 2004-2005*

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School Wasatch High School District Wasatch

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test, competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
All	Whole School	N/A - Used Students in web Design class	January - May 2005	- the Counseling web page is still under construction - Full Implementation will take place next year.			

Vicki Lappmeyer
Principal's Signature

6/10/05
Date

Date of Staff Presentation

J. L. H.
Prepared By

**Include actual numbers and attach data, examples and documentation



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Utah CGP- Closing the Gap Results Report (Small Group) 2004-2005*

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School Wasatch High School

District Wasatch

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
All	Students Reading Below 7 th grade level	Diagnostic Reading Tests Special class designed to help pass UBSET	Oct 2004 - May 2005	23		Of the 22 total students who took UBSET Reading, 12 passed 55%	Early identification of poor reading students can help them pass UBSET Reading

Lizzi Lappin

6/10/05

Date of Staff Presentation

JK
Prepared By

**Include actual numbers supporting conclusions and attach data, examples and documentation

ENTERED

Principal's Signature

Date

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